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ABSTRACT

This guide provides instructions on implementing a low-budget public relations (PR) program to improve acceptance and integration of students with disabilities. Sixteen steps for a PR program and the use of multiple methods of publicity are outlined. Topics covered include: using appropriate terminology when writing or talking about disability issues; attitudes that promote or inhibit inclusion; types of publicity (such as press releases, press kits, public service announcements, radio and television talk shows, news conferences, videos, flyers, and displays); involving parents and soliciting volunteers; working with community organizations, postsecondary institutions, and businesses; participation of school personnel; possible topics for brochures and newsletters and their effective layout; possible topics for a speakers bureau and speaking tips; and special techniques for maximizing resources in a rural community. A sample press release is provided, and a guide to print and broadcast media in Utah is appended. (Contains 27 references.) (SW)

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Fostering Inclusive Schools & Communities:

A Public Relations Guide

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Fostering Inclusive Schools & Communities: A Public Relations Guide

"Inclusion is a shared value which promotes a single system of education dedicated to insuring that all students are empowered to become caring, competent, and contributing citizens in an integrated, changing, and diverse society" S. J. Kukic (1993), Special Education Services Director.

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Chapter 1

Promoting an Image

The Importance of Public Relations

Public relations campaigns are used frequently by businesses and politicians to enhance their public image. For businesses, a positive public image translates into increased revenue, and for politicians a positive public image translates into increased voter support. In the school system, public relations campaigns are often used to rally community support for athletic teams or to help pass a budget levy or bond election.

Public relations programs can also be useful for improving acceptance and integration of students with disabilities. The negative beliefs many people have about individuals with disabilities may often be based on fear, misconceptions, and lack of knowledge. Public relations can help improve attitutes toward students with disabilities by providing an opportunity for the community to learn about disability issues in both structured and informal ways.

Exposure to informational materials on the societal advantages of inclusion, as well as the benefits of hiring students with disabilities, can help improve relations between school transition programs and communities. But education is just the starting point. To target a variety of people, multiple methods of publicity should be used. These include:

- √ Human interest stories in magazines and newspapers.
- √ Press releases.
- √ Speakers who can provide educational training about disabilities.
- √ Advertising campaigns targeted at employers who might hire students with disabilities.
- √ Advertising campaigns designed to promote positive attitudes within the community.
- √ Radio, newspaper, and television public service announcements.
- √ Talk shows.
- √ News conferences.
- √ Newsletters and other publications.
- √ Community event announcements in newspapers and on radio.
- √ Displays.

In the school setting, everyone should be aware of the importance of a positive image related to students with disabilities. When visitors enter the school doors, they should be able to discern the degree to which inclusion and integration occurs. The attitudes of all school personnel can dramatically influence public acceptance and willingness to hire and accept students with

disabilities within all aspects of community life.

School board members must play a vital role in the community's acceptance of students with disabilities. School board members can facilitate the campaign by creating public relations board policies, offering program support, including information about budget concerns related to students with disabilities in board meetings, and by supporting funding for public relations campaigns. They also can help by offering support for advisory committees targeted at transition concerns of special education students and their families.

School district personnel can help by carrying out school board members' proposed plans. Personnel also can help by organizing a schoolwide public relations program aimed at regular education students and teachers. Another way they can help is by soliciting volunteers from the community and providing adequate support and training for those volunteers.

But Who Has the Money or the Time?

Public relations campaigns are often neglected by school districts for several reasons. First, schools see public relations programs as costing money, a scarce commodity.

In reality, public relations programs can actually <u>save</u> school districts money.

By addressing the needs of the community in a proactive manner, the district actually takes care of problems from the beginning, before they arise, rather than needing to address problems later.

Also, public relations programs can be run on a very limited budget. Reporters often publish free stories about upcoming school events and interesting activities. Radio stations usually read free public service announcements over the air. Displays and flyers can be distributed throughout the community. Television and radio talk shows are another source of publicity that do not cost money.

Another reason public relations programs are often neglected is that they appear to take a great deal of time. True, they do take additional time, but they eventually take less time. A library of photographs, articles, and public service announcements should gradually be accumulated, freeing up more time to devote to other necessary tasks. A network of people, businesses, and organizations can be established to aid in schoolwide projects. Plus, the school gets an additional benefit by encouraging the whole community to participate, which also promotes a positive image.

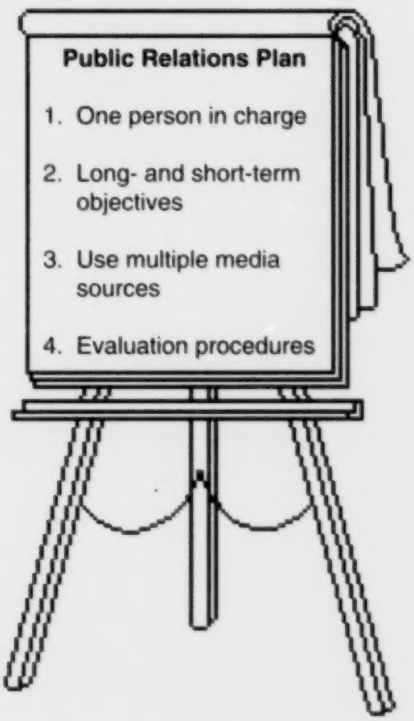
What Are Some Key Components of a Good PR Plan?

First, public relations program must have one person designated to run it. That person must have the full support of the school board and school district personnel. The person could be the district superintendent or a principal in the district. It could be a devoted teacher, community volunteer, or PTA member.

Second, the program must contain both short- and long-range objectives. It must be an ongoing program that first establishes and then maintains community support.

Third, multiple media methods should be used to target your audience. Different forms of media such as television, radio, newspapers, displays, and mailed information reach separate audiences. The more diverse your approach, the better your chance at reaching your intended audience.

Finally, there must be some method for evaluating the effectiveness of the program. The district should know how successful the program is so that changes can be made as needed. Just as a student is evaluated to see if he or she is meeting educational goals, so should a PR program be evaluated to see if it is meeting its goals.


Public Relations Plan
1. One person in charge
2. Long- and short-term objectives
3. Use multiple media sources
4. Evaluation procedures

How This Guide Can Help

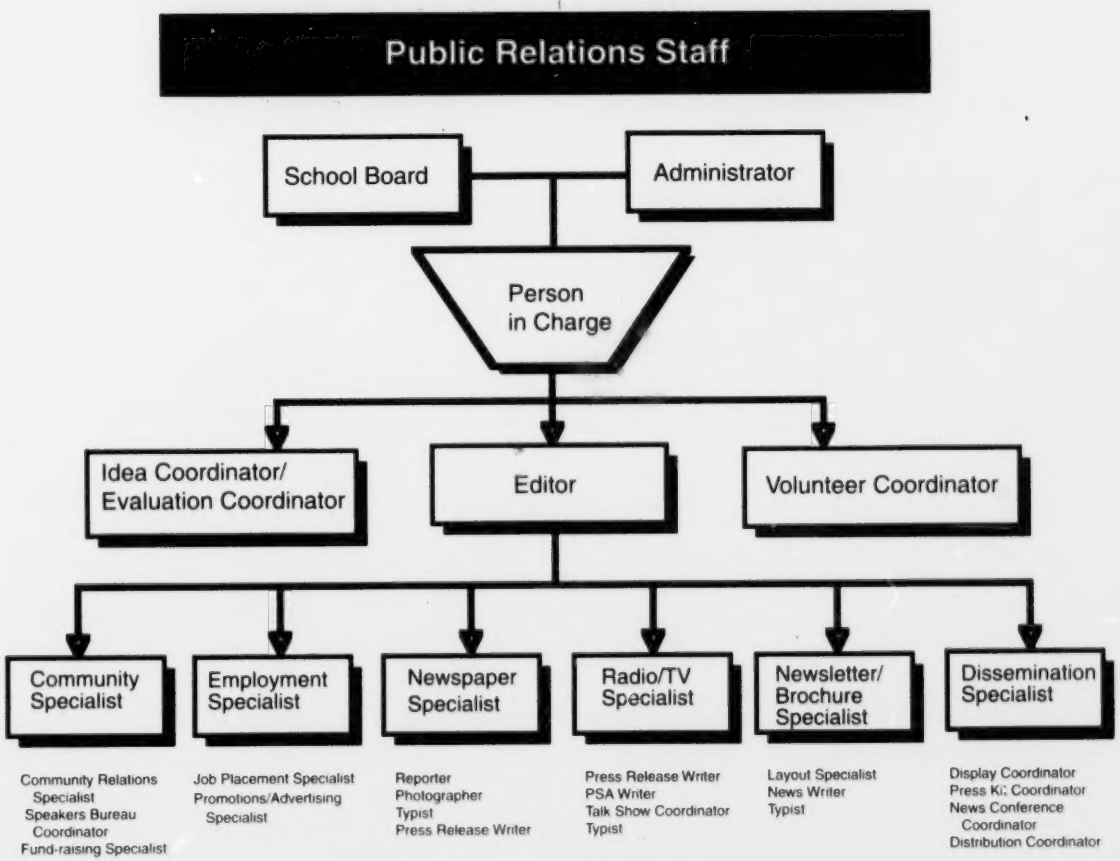
Initiating a public relations campaign may appear to be an overwhelming task, especially since the most effective programs are ongoing. The cost may also appear to be prohibitive--after all, what school district can afford to regularly pay for advertising on television or in the local newspaper?

This guide provides step-by-step instructions on how to implement an effective, low-budget public relations program. Many community relations activities are free or may require low-cost investments. This manual includes information on how to generate free publicity from the media. It also includes ideas for improving the schools' relationship with the community. This guide can help you form a speakers bureau, involve parents and community volunteers, recruit more employees to work with students with disabilities, improve your newsletter and other publications, and encourage all school personnel to become effective at public relations. Also, because small communities often have unique concerns and budget constraints, a separate chapter is included specifically for rural communities.

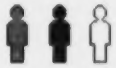
Skeleton Crew for PR Program

- Administrator responsible for approving all PR materials
- Person in charge of PR program
- Editor

The chart below illustrates an ideal crew and ways to utilize volunteers. Don't let this chart intimidate you if your school is small. The PR program can be done by one person, if necessary.



Steps in a PR Program

- ☐ Gain support of school administrators, school board, etc.
- ☐ Designate one person in charge of PR Program.
- ☐ Designate one administrator responsible for approving all PR materials (press releases, brochures, etc.).
- ☐ Determine your budget -- yearly/monthly, etc.
- ☐ Identify which existing paid school employees will be involved in organizing the PR plan (secretarial, staff, administrators, etc.).
- ☐ Determine how many core volunteers or volunteer hours will be needed.
- ☐ Develop an initial skeleton PR crew. 
- ☐ Enlist volunteers.
- ☐ Start small on a few PR projects that can be accomplished within one month.
- ☐ Set one long-term goal initially (spring carnival, play, etc.).
- ☐ Identify PR activities that will help meet your goal.
- ☐ Assign tasks to staff and volunteers for accomplishing the PR activities.
- ☐ Develop a PR evaluation plan.
- ☐ Evaluate the effectiveness of each task.
- ☐ Write brief summaries of how effective each activity was for future planning.
- ☐ **Set new goals as each goal is accomplished**

Chapter 2

Language, Attitudes, and Disability

The Importance of Terminology

The first step in an effective public relations program is to educate yourself on how to effectively communicate about the topic. Language plays a key role in how students with disabilities are perceived in the community. Effective public relations programs promote a positive image of the issues most people feel are important.

There are three main reasons to use appropriate terminology when writing or talking about disability issues.

First, it is important to show that you are aware of the current trends regarding language usage. Terminology and the way we speak reflect our values and beliefs and our knowledge or lack of knowledge. Using accurate language shows that you respect the changes that have been made in terminology, and it limits the likelihood that you may offend someone.

Second, using appropriate language models appropriate behavior for others. Just as children learn from the positive examples of their parents, so can the community learn from the positive example you set.

Third, and most importantly, the words you choose can make the difference between portraying people with disabilities as dependent and excluded from the benefits of society or independent and included in society.

Language about disabilities has changed over the last ten years and probably will change in the future. The guidelines for language contained in this chapter meet three objectives for effectively communicating about disabilities. First, the disability is just one aspect of a person's life and does not encompass his/her entire existence.

Everyone, including students with disabilities, enjoys family, friends, recreational activities, and work.

Everyone strives for independence. It is the responsibility of the school, family, and community to ensure that each person lives as independently as possible. Second, people with disabilities are not helpless victims. People are victims of violent crimes, not illnesses. And third, the disability term does not describe the whole person, including his/her individual, unique strengths and weaknesses. Disability is often defined by the barriers, opportunities, and expectations of the community.

Why Not "Handicapped" or "Disabled?"

Many people are irritated by the constant changing of the English language in relation to various interest groups and the movement for political correctness. For example, "fireman" has been replaced by "firefighter" to reflect

an increasing number of women entering that line of work. Likewise, "stewardess" has been replaced by "flight attendant" to reflect the increasing number of men entering that field.

The term "handicapped" was used for many years and currently has been replaced by "persons with disabilities." "Handicapped" is offensive to some people because in years past it has been synonymous with the term "beggar" or "cap in hand."

Language should be inclusive and create a positive atmosphere. Language should not emphasize differences. People should not be labeled in categories such as *the blind* or *the retarded.* The terms "us" versus "them" should be avoided as much as possible because they suggest that there are two classes of people: "normal" and all the rest. Actually, we are all people who have unique interests and capabilities.

One Note of Caution

Some people feel that language does not affect the way we view people in society, and that it is artificial to attempt to change language. Whether you agree with this position or not, it's important to recognize that an *effective* public relations program strives to always promote a positive image. This means that campaigns should be comprised of language that will be the least offensive to the most people. In relation to disabilities, most people will not be offended if you use the term "disabled" rather than "handicapped." But many people, especially disability advocates, may think you are insensitive and unaware if you use the term "handicapped" instead of "person with a disability." Strive to be as proactive as you can to maximize the effectiveness of your program.

What Is Person-First Terminology?

When we talk about persons with disabilities, an easy way of keeping current with terminology is to think of the person first before you think about the person's disability. This is what is meant by person-first terminology. Person-first terminology is designed to place the emphasis of what is being communicated on the person and not on their disability. Using person-first terminology is simple, once you become accustomed to it.

The following are examples of person-first terminology:

Id Terminology	Person-First Terminology
• Crazy/lunatic	• Person with mental illness
• Paraplegic	• Individual with paraplegia
• Blind man	• Person who is blind
• Crippled	• Person with spina bifida
• Spastic	• Person with cerebral palsy
• The handicapped	• People with disabilities

When to Talk About The Disability

Many reporters include a person's disability in stories when it is not necessary information and has no relevance to the content of the story. If a person is a witness to a bank robbery, do we need to know that they belong to a particular ethnic group? Do we really need to know that the witness uses a wheelchair? A useful guideline for knowing when to include information about a person's disability is to ask yourself if the disability is essential or relevant to the story. Do not include information on the persons's disability unless that information is part of the story.

People With Disabilities Are Not Victims

People with disabilities are not victims, and they are not helpless. Especially in this day of rapidly advancing technology, people with disabilities lead full and independent lives, despite media efforts to portray them as helpless. A person is a victim of violent crime, but not a victim of polio. Following are a few examples of how terms have changed:

Unacceptable terms:

- Susan is wheelchair-bound.
- John was stricken with polio.
- Mary is a victim of cancer.
- Mark suffers from muscular dystrophy.

Replace with:

- Susan uses a wheelchair.
- John was diagnosed with polio.
- Mary has cancer.
- Mark has muscular dystrophy.

Other Courtesies

Most likely, no one will become openly hostile because you slip and use terminology that is outdated. Making a good faith effort to use current terminology is usually a sign that you care enough to be concerned. However, it's easier to forget a "slip" in normal conversation than a "slip" in a speech or in print. Practice formal speeches and carefully edit print materials to avoid unnecessary blunders. Below are some common courtesies related to people with disabilities.

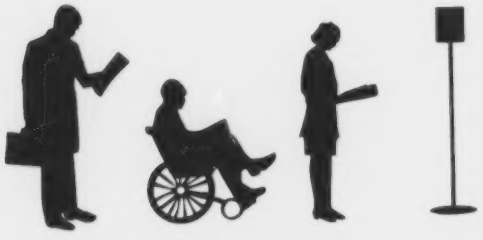
- Ask before giving someone assistance, "Would you like some help?"
- Talk to the person with the disability, not to a third person such as an attendant or interpreter.
- Convey specific verbal instructions to people with visual impairments. "The water fountain is about 30 feet in front of you."
- Be aware of people who might have hidden disabilities such as cancer, heart disease, or multiple sclerosis.
- When speaking to someone with a intellectual disability, do not use a patronizing or a childish voice.
- If you do not understand someone, politely ask them to repeat the statement.
- Give people time to respond.
- Sit at eye level to speak with someone who uses a wheelchair.

- Don't lean on the person's wheelchair.
- Maintain eye contact when talking.
- Don't be concerned about using colloquial or common expressions such as "Gotta run," "See you later," or "Do you hear what I'm saying?"

Attitudes Also Are Key Components

Another key component to communication is the attitude we have about a given topic. Our attitude is reflected in the way we respond to disability issues. We must model appropriate behavior in order to effectively promote a positive image about disabilities.

Do you and your school reflect a positive image toward issues or situations that effect individuals with disabilities? When it snows, are the ramps to classrooms the first or last places to get shoveled? Are students with disabilities included during kitchen serving duty? Are students with disabilities included in school-sponsored activities? Are the special education teachers located in the same area as the regular education teachers? When a parent asks about inclusion at an IEP, is your first thought "Let's see how we can do this?" Do you understand the Americans with Disabilities Act and its impact for all people?



Attitudes that act as BARRIERS to inclusion and integration:

- STOP They belong with their own kind.
- STOP They have higher absenteeism and don't fit in with my class.
- STOP They will drive customers away.
- STOP They rarely can hold jobs.
- STOP Stop using the word "They"!

Positive attitudes that enhance INCLUSION:

- Students with and without disabilities benefit from interaction and an inclusive education.
- Every person has value and worth.
- Diversity is seen as normal.
- Meaningful life is possible for every individual.

Why Promote Inclusion?

- Inclusive classrooms increase opportunities for relationships to develop among all students.
- Classmates learn respect and develop responsibility.
- Peers become more accepting of diversity.
- Inclusive classrooms promote positive attitudes and social acceptance.
- Students with disabilities are exposed to and learn appropriate social skills.
- Students with disabilities learn more in inclusive settings when properly supported.
- In the long run, building inclusive schools and communities benefits all of society.

Chapter 3

Publicity

Effective Publicity Programs

Publicity can create a negative or positive image of the school. Positive publicity can establish an accurate image of quality education for every student provided by competent, caring teachers. In addition, publicity tells the public that the school has effective administrators, public funds are spent wisely, and that the school is in touch with the needs of the community. Support, commitment, and participation from the community are often reliant on publicity. Positive publicity can educate parents, employers, and other community members about the benefits of inclusion for students with disabilities and their contributions to society.

The best publicity program is well planned and ongoing, using all forms of available media resources. It's usually best if there is one person specifically assigned to publicity. Parent and community volunteers can help plan ongoing publicity and perform tasks, but one person should still be in charge.

A monthly calendar is an easy way to outline ongoing publicity activities. Plan in advance to periodically write about events, send out print, radio, and television press releases and public service announcements, mail out announcements and flyers, utilize radio and television talk shows, and develop displays for public awareness activities. Form a speakers bureau (see Chapter 9). After several months, you will have a databank of speakers, as well as photographs and written materials which will help maintain your public relations activities on a continual basis.

This chapter will give you suggestions on topic ideas for press releases and public service announcements, writing tips, formats, and distribution techniques. Sample press releases and public service announcements are found at the end of this chapter, along with ideas for press kits, radio and television talk shows, news conferences, videos, flyers, and displays. An excellent resource for obtaining more information is the Handbook for Public Relations Writing by Thomas Bivins (see bibliography). Another excellent book listed in the bibliography is The School & Community Relations by Leslie Kindred, Don Bagin, and Donald Gallagher.

Press Releases

Press releases and public service announcements are a great way to generate free publicity. Press releases are usually sent to newspapers or magazines, but can also be sent to radio, cable, and television stations. Make sure your release includes the following information: who or what, why, when, and where. Press releases should be

written in inverted pyramid style listing the most important information at the beginning, then the next most important, etc. The beginning is designed to catch the attention of the reader or listener. More importantly, your first few sentences may determine whether or not the editor will include your release. The least important information is included last because the editor may be short on space, which means the last paragraph or two of your release may get cut.

Write as clearly, simply, and descriptively as possible. It may help to outline what you want to say first. Try to write and organize the information so it is interesting to the reader. Quotes can help make the release more interesting. Avoid using educational jargon or acronyms.

After you write the release, wait a few days if possible, then read it again. Rewrite it until the ideas flow logically and coherently from one point to another. Ask at least one other person to proofread for understanding, organization, and spelling. A good book with guidelines for preparing press releases is A Guide to Preparing Cost-Effective Press Releases by Robert Loeffler (listed in bibliography).

Steps for Writing/Sending Press Releases

1. Check deadlines for submitting information to meet your target date.

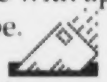
2. Write in inverted pyramid style (list most important information first).

3. Write logically, clearly, and accurately.

4. Have PR editor, English teacher, or person in charge read your text.

5. Make personal contact if possible.

6. Send release with appropriate name on envelope.



7. Send a thank-you card when printed.

Format for Press Releases

- Use standard 8 1/2" by 11" paper.
- Start the body of the news release about one-quarter or one-third of the way down the page.
- Double space on white or light paper for legibility.
- "FOR IMMEDIATE RELEASE" should be written at the top left side.
- The date should be directly underneath "FOR IMMEDIATE RELEASE."
- The top right-hand side should state: "For more information, contact:" with the name and telephone number of the contact person.
- Provide good quality photographs if possible with captions provided separately or taped to the back. Do not write on the back of photos.
- Send graphics or art work in black and white. Don't send the originals.

- Print on only one side of the paper.
- At the end of the release use "# # #", or -END- in the middle of the page.
- Address the release to the editor or reporter covering education.

If you do not have the time to adequately prepare the story and write a release, you can still send the information to a reporter. Send a summary of the idea and a list of people to contact with their addresses and phone numbers. Make sure you alert everyone on your list before you distribute his or her name to the press. Don't identify anyone by name in any publicity without their permission.

- Successful inclusion in the community or classroom.
- Businesses where students are working or volunteering.
- Community-based sites, grocery stores, banks, etc., where students learn functional skills.
- Teachers who successfully include students with disabilities.
- Students active in peer tutoring.
- Students involved in community service.
- Employers who hire and retain students with disabilities.
- Restaurants, theaters, bowling alleys, etc., that are accessible.
- How inclusion has benefited students with and without disabilities.
- Students with disabilities who have graduated.
- History of inclusion in the school.
- How teachers have adapted curriculum and activities for students with disabilities.
- Award ceremonies.
- Other school, teacher, or student recognition.
- New appointments or promotions of teachers or administrators.
- School board decisions.
- Unusual classroom practices, student activities, or events.
- Local events correlated with current national events.
- Successful school evaluations or site visits.
- Student progress.
- Parent involvement.
- Parent-Teacher Conferences.
- Speaking engagements.
- Open houses.
- Exhibitions.
- Innovative classroom approaches.
- Current events.
- Unique or interesting classes.
- Community service projects.
- Joint community-school activities.

- PTA events.
- Honor roll lists.
- School fund-raising activities.
- Contest for the school or community to write the best story or press release.

Try to piggyback and coordinate with ongoing state and national events.

In Appreciation

Create your own public relations events such as award ceremonies to honor and acknowledge successful students, volunteers, parents, teachers, administrators, and employers.

Press Release Distribution

Check individual deadlines to ensure your press release arrives in time for use. It is best if you contact your newspaper before you send the release. Find out who covers educational events, whether it is a specific reporter on a larger paper or the editor on a smaller one, and talk to that person about the news release you are sending. Your release is more likely to be printed if a personal contact is made.

It is also a good idea to establish a relationship with the reporter and/or editor. He or she will not only be more prone to publicize your events and use your releases and articles, but will be more likely to contact you in the event of a controversy or negative story at your school. You might have a chance to correct misinformation and help your school avoid negative publicity. Make sure to include the *right person's name* on the envelope. When the release is printed, send a personal thank you note. This will not only make the person feel appreciated, but will help establish a good working relationship, and may increase the likelihood that your next release will be published as well.

To get the most mileage for your efforts and the most effective use of publicity, consider releasing two press releases for each event. Also, invite the press to cover the most interesting events. The first press release could be published two weeks before the event with the main details, specific information, and possibly a quote and photographs. The second release could be printed in the community calendar or happenings section a week prior to the event.

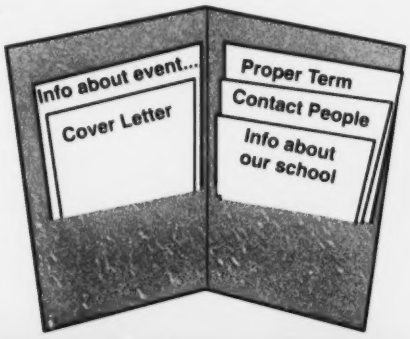
Press releases can also be mailed to radio, television, and cable stations. The person receiving the release may call the contact person for more information. Consult the media resource listing at the back of this guide for addresses and phone numbers of local newspapers, radio, and television stations in your area. Check your yellow pages to find the telephone numbers and addresses of cable stations. The Utah Broadcasters Association in conjunction with the Utah Press Association publish media guides which can be purchased.

Press Kits

A press kit is a folder that contains fact sheets, photos, and information

about the school and event you're trying to promote. Fact sheets should contain biographical information about speakers, proper disability terminology, a flyer or information sheet about the event, facts about your school, and any other relevant information that would be useful to a reporter. A cover letter listing the contents of the kit, including where all items are located in the folder, is also a good idea.

Press kits should be mailed a minimum of two weeks prior to an event or press conference where the press is invited and be on hand at the event as well. High quality photographs are appreciated and help increase the likelihood that your information will be printed.



News Conferences

News conferences are an effective way to promote well-known visitors, kick off interesting community-related events, and discuss controversial issues. It is helpful if your event is visually interesting with photo opportunities. You should always make certain your news conference is newsworthy. Keeping media deadlines in mind, plan the press conference in time to allow a reporter to return to the office and file the story.

Two to three weeks before the event, prepare and distribute press kits to all media organizations. Photographs should be included as often as possible to stimulate interest. Call newspapers, television, and radio stations a week before the conference to discuss the event. The day before the event, fax an updated, condensed news release. Call again the day of the event to see if the faxed information was received, remind them of the importance of your event, and find out who will be covering the story. Remember to hand out press kits at the event. Use speakers with the most important information first. Speakers should be prepared and able to effectively address both positive and negative questions. Keep your news conference short. Send thank-you notes to the people who covered the event.

Radio Public Service Announcements

Radio PSAs are generally written in different lengths and read over the air by an announcer. The following are standard lengths for PSAs: 10, 15, 30, or 60 seconds. A 30-second radio spot is about 65 to 75 words. Call your local radio station to see which length format they prefer.

Most radio stations will read your scripted public service announcements over the air. Occasionally, a station may want you or someone you know to record the announcement at the station. Stations may prefer recorded messages you supply on cassette or reel-to-reel. Again, consult your local radio station.

Make sure you write your message with short, clear, easy-to-understand sentences. Because listeners hear radio

and television public service announcements only once as the PSA is aired, they must be able to comprehend the message quickly.

The best way to get your message aired is to call and talk to the station's community affairs or PR director first. It is also helps to send a cover letter with your public service announcement explaining who you are, what your purpose is, and what the public service announcement is about. If you want to keep track of which stations play your PSA, send a stamped, self-addressed envelope with a formatted card or paper to list air dates and times.

Television Public Service Announcements

If you are interested in producing television public service announcements, check with local universities or production companies for low-cost facilities. Ask for samples of their work so you can judge the quality of their production. Call the television or cable station where you want the PSA to be broadcast to ask what format they prefer - usually Beta, 3/4 inch, or 1 inch. Occasionally a station may be able to use slides. The station may consider producing a spot for you or they may require that you furnish a finished product.

You may want to think about asking an advertising agency if they will produce a PSA for you on a "pro bono" (free) basis. You will need to convince them of the worthiness of your campaign. Often large advertising agencies will take on one public service project a year.

Publicizing Local Community Events

Newspapers, radio stations, and some cable stations print, announce, or broadcast local community events as a public service. Community events that can be publicized usually include upcoming speakers, award ceremonies, athletic competitions, theatrical performances, fund-raising events, and other school-related happenings. Check with your local cable company to see what options are available. Call your radio station to see if they announce local events. Most newspapers have a section with upcoming community events. Check with the paper to ask if they provide this service and to whom you should send the information.

A short paragraph will usually suffice as to what is happening, why it is happening, when and where it is happening, and who will participate. Make sure you send the information a minimum of ten days to two weeks before the event.

Letters to the editor are another source of free publicity that are read quite often. Individuals may write letters, or teachers may assign letter writing as a classroom activity. Suggestions to remember in composing a letter to the editor are as follows:

- Letters thanking or commending should far outnumber letters of criticism.
- Letters of criticism should always include a solution.
- Keep letters brief, 350-400 words maximum.
- Don't try to be cutesy, satirical, clever, or humorous - it usually backfires in writing.
- State your opinion clearly and concisely.
- Don't exaggerate or draw overly broad conclusions, etc.

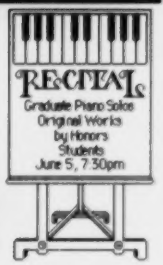
Clip letters that get printed and include them in your evaluation activities.

Talk Shows

There may be local radio, television, and cable talk shows in your area. The Utah Broadcasters Association has a talk show list you can purchase, or you may be aware of local talk shows. Shows are often scheduled one to two months in advance. Human interest stories are usually in demand.

Call to find out who the producer is of the talk show you are targeting. Contact that person on the telephone or in writing and be prepared to discuss the reasons why your topic would be of interest. Consider suggesting a show on inclusion in your school. Identify students with disabilities, students without disabilities, parents, teachers, and administrators who are willing to be interviewed. Parents could be interviewed about the positive changes in their son or daughter since they have been in an inclusive school setting. Other related topics could include the benefits of peer tutoring, students successfully employed within the community, and local recreational facilities that are accessible. For more topic ideas, consult the list at the beginning of this chapter or brainstorm with other people. You could also suggest the possibility of producing weekly or monthly radio and/or cable school-related news programs on current issues, which would include students with disabilities.

Posters and Displays



You can develop and disseminate attractive posters in conjunction with school art teachers, students, or parent volunteers. Malls, supermarkets, stores, libraries, churches, government buildings, fairs, hospitals, clinics, restaurants, and the Deseret Industries are all places you may want to contact about displaying your posters. Well-designed, one-page flyers can also be posted to advertise upcoming events. Copy shops often have budgets for community service printing. Approach them about being your sponsor. Be sure to give the shop paid business on other occasions.

Encourage your local library to display information about individuals

with disabilities. Proper terminology and positive portrayal are important in all written and graphic materials. A small display could highlight particular library books or videos, while a large display could include posters, print material, books, videos, bookmarks, and photographs.

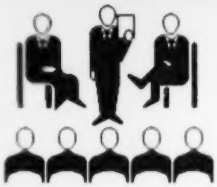
Besides posting flyers in the school and community, materials can be distributed to all students and school personnel. Flyers, newsletters, and other materials can be mailed to target audiences including parents, community organizations, legislators, employers, and school personnel. Schools can apply for and use bulk mailing permits, which greatly reduce mailing costs. Schools often may use a district permit.

Newsletters and Other Publications

A monthly school newsletter helps keep parents updated about current events. A newsletter is a good way to promote innovative classroom activities, discuss inclusion, and praise effective teachers and students with and without disabilities. Newsletters can also be sent to reporters (see Chapter 8 for more information).

PTA newsletters and other publications should also be considered. There are school district annual reports, yearbooks, and student publications. Educational publications such as *How to Understand the IEP*, *How to Effectively Parent Children With Disabilities*, or *Identifying Children At Risk*, may also be developed and disseminated.

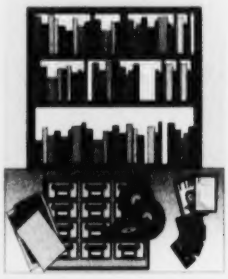
Public Speaking



Public speaking is important because it can influence attitudes about your school and students with disabilities. Presentations are an excellent method to educate parents and the public about students with disabilities and inclusion in your school. School personnel should take advantage of speaking opportunities in community organizations and at local events. One way they can regularly participate is by volunteering for the school speakers bureau (see Chapter 9).

Videotapes

Videos can also be used to help promote positive attitudes. They can be used as part of speaking presentations, they can be broadcast on local cable and television channels, or they can be aired on a school broadcast system if one is available. However, videos usually are expensive to produce. College and university video services generally charge less. Videos can also be made at your school, but unless you have the right equipment and experience, you will not get a broadcast quality product.



Check for videos that address disability issues with your local library media specialist, school special educators, and the Utah Learning Resource Center. The Utah Center for

Assistive Technology also has several videos that can be borrowed. These videos include The Sky's the Limit (recreation for students with disabilities), the Americans with Disabilities Act: A New Era (legislation), Peer Power (peer-tutors for students with disabilities), Expanding Access, Expanding Horizons, (computers), Toys for All Children (toys and switches), and The Power of Independence (assistive technology). The toll-free number is 1-800-333-8824.

Evaluation

Evaluation is important to determine if you have met your goals, reached your target audience, and the amount of impact your publicity efforts made.

Attitude change can be a difficult concept to measure, but there are indicators you might use. For example, has there been an increase in employers who hire students with disabilities or let them use their sites for training? Has the amount of community involvement increased? Are more parents participating in school activities and projects? Are community leaders taking steps toward accessibility? Survey questions included in school newsletters are another method you can use.

In addition to considering broad use measures, you should evaluate each form of publicity you use for effectiveness. This will help you plan an ongoing program with the most reliability for success.

Generating Ideas and Activities

Publicity can be a fun activity. Getting students involved can make it rewarding for the entire school. They often have great ideas as well. School projects can include contests for the best press release, public service announcement, or news story about inclusion. You could also have a contest for the best poster and/or display to be placed in the community.

Parents and community volunteers are a good resource for more ideas and can also provide free labor (see Chapter 4 on how to find community volunteers). Brainstorming is another great way to generate publicity ideas and activities. Above all, be creative and use your imagination.

The following are samples of 30-second radio public service announcements developed by the Utah State Office of Education:

"

THIS IS GOVERNOR MIKE LEAVITT. WE KNOW EDUCATION IS THE KEY TO OUR CHILDREN'S FUTURE, BUT QUALITY EDUCATION MUST GO BEYOND FORMAL CLASSROOMS. MANY STUDENTS CAN BENEFIT THROUGH PARTICIPATION IN ACTUAL WORK SETTINGS WHILE THEY ARE IN SCHOOL. AS AN EMPLOYER, YOU

CAN HELP BY OPENING YOUR DOORS TO THOSE WHO LEARN BEST BY DOING. FOR INFORMATION ON HOW YOU CAN SUPPORT WORK STUDY PROGRAMS, CALL 1-800-333-8824. THAT'S 1-800-333-8824.

END

66 99

THIS IS GOVERNOR MIKE LEAVITT WITH A MESSAGE FOR ALL UTAH EMPLOYERS. QUALIFIED APPLICANTS WITH DISABILITIES HAVE PROVEN TO BE EXCELLENT EMPLOYEES. A DIVERSIFIED WORK FORCE IS GOOD FOR BUSINESS. BE PROACTIVE. HIRE QUALIFIED INDIVIDUALS WITH DISABILITIES. DON'T OVERLOOK WHAT PERSONS WITH DISABILITIES MIGHT CONTRIBUTE TO YOUR BUSINESS. CALL 1-800-333-8824 FOR MORE INFORMATION. THAT'S 1-800-333-8824.

END

This 30-second radio public service announcement was developed by the President's Committee on Employment of People with Disabilities:

66 99

FROM THE TIME OF OUR NATION'S FOUNDING, AMERICAN WORKERS HAVE PRIDED THEMSELVES ON THEIR CRAFTSMANSHIP AND PRODUCTIVITY. ALL THEY ASK IS A CHANCE TO COMPETE ON EQUAL TERMS. AND THAT'S ALL THE NATION'S 43 MILLION PEOPLE WITH DISABILITIES WANT. NO PITY. NO SPECIAL TREATMENT. JUST A FAIR SHOT TO COMPETE. TO ENCOURAGE EMPLOYMENT OF PEOPLE WITH DISABILITIES, PRESIDENT CLINTON HAS PROCLAIMED OCTOBER AS NATIONAL DISABILITY EMPLOYMENT AWARENESS MONTH. LET'S END DISCRIMINATION ON THE JOB AND IN THE WORKPLACE!

END

Sample Press Release by the President's Committee On Employment of People with Disabilities:

Contact: (name)
(phone)

FOR IMMEDIATE RELEASE:
(Date)

DISABILITY EMPLOYMENT AWARENESS MONTH TO BE OBSERVED IN (STATE, COUNTY, CITY)

DATELINE: (fill in location and date) - (governor, mayor, executive) today declared October to be Disability Employment Awareness month in the (state, county, city) of ( ).

Activities to encourage employment opportunities for the nation's 43 million people with disabilities will be conducted in (state, county, city) as part of the observance of National Disability Employment Awareness month.

Educational and awareness events and activities scheduled in (state, county, city) include (fill in with information about events and identification of sponsors).

Approximately two-thirds of Americans with disabilities who are eligible to work are currently unemployed. It is estimated that the cost to the nation of neglecting to utilize the talents of people with disabilities amounts to $200 billion in benefits and lost wages and taxes.

(If available, insert quote like sample shown below from governor, mayor, or executive):

"Improving employment opportunities for this large and growing segment of our population," said (insert official's name) "will reduce the cost of keeping people independent, enhance the dignity and productivity of those with disabilities, and contribute significantly to the growth of our economy."

Based on population, it is estimated that the (state, county, city) of ( ) has approximately (enter figure equal to one-seventh of area's population) with citizens with disabilities. Many of them are qualified to work but are unable to find jobs as a result of misinformation about their ability to perform as productive members of the work force.

(Name) said this represents a large pool of talent that should be tapped and utilized. He urged business leaders in the (state, county, city) to open the doors to the workplace by providing people with disabilities the opportunity to compete for jobs based on their qualification.

(If available, insert quote like the one shown below):

"Under the Americans with Disabilities Act enacted by Congress in 1990," (s)he said, "it is now against the law for employers to discriminate against people with disabilities. Providing equal opportunity for all who are eligible and qualified to work is good for business and good for America."

# # #

Chapter 4

Parent Involvement

Parents: An Important Component of Your Campaign

Parents and other family members can make a positive contribution to any school public relations campaign. Parent involvement not only promotes individual family involvement but also can help provide services that might not be offered within the school's tight budget. Included in this chapter are suggestions for involving parents and other family members in all aspects of public relations. These strategies can be used to promote any PR program, including ones targeted for students with disabilities.

The opportunities for parent involvement are multifaceted, offering the chance for many community members to participate in the school system. Often the concept of parent involvement is defined in a narrow scope, which may eliminate potential participants. Parent involvement when broadly defined allows for individuals to volunteer in the capacity in which they feel most comfortable.

When people think of parent volunteers, they often think of parents participating directly with children in the classroom. Volunteering in the classroom provides a useful way to help teachers and model positive adult interactions with students. However, parent involvement can be fostered at any level of the public relations program. Parents can be members of the speakers bureau, they can participate in creating and distributing newsletters and brochures; they can help create and distribute displays, press releases, and public service announcements; and they can be involved in classrooms, working directly with the students.

An Effective Volunteer Program

One of the biggest concerns people have when working with volunteers is how to solicit them. It may take a great deal of coordination to advertise for parent volunteers and then it can take a greater amount of energy to keep them busy. Sometimes it seems that it would be easier to perform the task yourself rather than having to keep volunteers organized. However, this does not need to be the case. Setting up a volunteer program with a well organized plan geared toward achieving specific outcomes and goals helps in delegating

responsibilities. Following are some simple suggestions which can make coordinating volunteers easier and save you time:

First, volunteers perform their tasks more effectively and enthusiastically when they are doing something they enjoy. One suggestion for working with parent volunteers is to allow them to choose from a menu of available volunteer positions. By giving them a choice, parents match their interests and skills with the tasks that you need accomplished. Having a variety of positions also shows parents that you are sensitive to their needs.

Second, adequate support and encouragement are needed to maintain volunteer participation. High turnover can cause turmoil in the volunteer system, making it difficult for others to perform their tasks. Simple thank you notes and verbal recognition at events in which volunteers participate can go a long way in preserving individual participation. A key to maintaining volunteers is to let them know how much they are needed and appreciated. Also, volunteer concerns and needs should be addressed throughout their involvement with your program.

Third, if finances are a roadblock to a program or activity that volunteers would like to see instituted in the school, help them think of creative ways for the funding to be located. Volunteers can contribute greatly in fundraising activities such as bake sales, garage sales, carnivals, musicals, plays, etc.

Fourth, volunteers perform their tasks more willingly if adequate training is provided. School personnel might need to volunteer some extra time in the beginning, especially in relation to training, to get a volunteer program off the ground. Once the system is in place, volunteers can be primarily responsible for training new volunteers.

Fifth, adequate communication of expectations for volunteers must occur at the beginning of involvement and must be updated as the need arises. Clear expectations in the beginning can prevent misunderstandings in the future. Also, volunteers should be reminded whom they represent. Parents who are advocating or volunteering for particular school programs are representatives of the school. They must understand that they are part of a system that involves the school board, the administration, as well as teachers, paraprofessionals, and students. In this sense, the school principal, who directly works with the teachers in his or her building, becomes the public relations project manager. Administrators and school board members can alleviate many

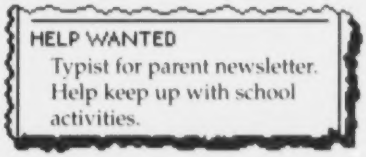
of the communication problems associated with a system dependent on multiple participants by regularly communicating with the volunteers.

Communication and training can be offered in the form of a handbook which lists all volunteer duties and responsibilities. The handbook also can include names and phone numbers of key personnel in the volunteer program.

Soliciting New Volunteers

There are several effective strategies for soliciting new volunteers. First, parents can be contacted through school or community newspapers and newsletters. Advertisements placed in the newspapers or newsletters will reach many potential volunteers. This strategy is especially useful for targeting a variety of people with an array of talents which is necessary for larger and more complicated projects.

A message board placed in a frequently traveled hallway can provide an excellent opportunity for soliciting volunteers. The message board can display *help-wanted* signs that read much like an advertisement in a newspaper. The signs can provide specific information about the duties involved in various volunteer positions that are available in the public relations program. For example, an advertisement could read:



Announcements can also be made in PTA meetings and in community groups. Many parents prefer to volunteer in their own child's classroom or in a capacity in which they directly affect their child. One strategy for soliciting parents for particular classrooms is to send brief notes home with students when the need for a volunteer arises.

Formats for Soliciting Volunteers Through Advertisements or Handouts

Advertising for volunteers can be accomplished in two ways. First, a formal method can be used such as the above-mentioned specific advertisements similar to help wanted advertisements. All the information that describes the job can be listed, including the times the volunteer will be needed. The second method is through an informal invitation. The informal invitation asks parents whether they would be willing to volunteer their time and to complete checklists for desired capacities. The checklists are kept on file, and then as volunteers are needed, the file names become activated.

The key to gaining volunteer participation is to recognize that all parents can contribute in some way. Volunteer activities could include anything from coordinating the public relations program to speaking to a class on career day or by just providing resources or materials. The next page offers some suggestions for volunteering.

VOLUNTEERING

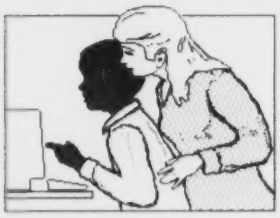
Volunteering for the
Public Relations Campaign

- Be a speakers bureau member or scheduling coordinator.
- Write articles or take photos for the newsletter.
- Layout the newsletter, brochures, or flyers.
- Coordinate other volunteers and/or publicity.
- Contact media organizations.
- Disseminate posters, flyers, or PSAs.
- Update mailing lists.
- Help plan the campaign.
- Find business sponsors.
- Be a community liaison.

(See page 4 for more ideas.)

In the Classroom

- Be a classroom tutor (i.e., math, reading, etc.).
- Speak to the class on career day.
- Change bulletin board decorations.
- Be a classroom aide.

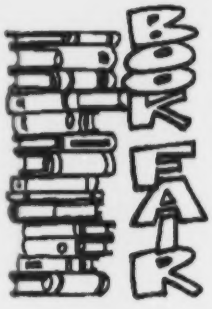


Schoolwide

- Participate in the school carnivals, dances, assemblies, or other events.
- Make costumes for the school play.
- Be a field trip volunteer.
- Conduct fund-raising activities such as garage or bake sales.
- Donate specialized services such as teaching music or art.

Indirect Contributions

- Offer to donate children's books (from your attic) to the library.
- Provide bargain shopping service for locating inexpensive team uniforms, supplies, etc.
- Provide materials that may be used in various classrooms (i.e., crafts, art, home economics, shop, etc.
- Provide other specific resources.



Chapter 5

Community Organizations

Community Public Relations

Public support of the school by individuals and organizations within the community is important. Developing effective community public relations includes working with the media, local organizations, community leaders, and other key regional people. The inclusion of students with disabilities extends beyond the school into all aspects of community life.

Membership in community organizations by school personnel should be encouraged. Group participation provides the opportunity to discuss school policies and procedures with many individuals not directly related to the school. Group membership helps schools know what the community expects and thinks about the school. Membership can positively influence attitudes about school and students with disabilities. The local chamber of commerce usually has a list of community organizations including civic, cultural, economic, governmental, patriotic, political, professional, religious, youth, aged, etc. (Kindred, Bagin, & Gallagher, 1990).

Community organizations can help foster inclusive practices by cooperating and working with the school to change attitudes, remove barriers, and achieve common goals. The goal of the Utah agenda is "to empower each student to become a caring, competent, and contributing citizen in an integrated, changing, and diverse society." Students have a greater chance to succeed and become competent if they have the opportunity to experience work, daily living, and recreation within the community.

Community-Based Programs

Students with disabilities are often most successful in community-based programs. Learning for students with disabilities, indeed all students, is enhanced in real, rather than simulated environments. Mastery of academic and life skills is best learned in community-based settings.

Public relations and positive attitudes are enhanced when students with disabilities work and participate in the community in visible settings. Employers learn first-hand what individuals with disabilities can do, and public perceptions may be influenced as well. However, students with disabilities often do not have the opportunity to actively participate within the community. It is the responsibility of the school, family, and community to promote full inclusion of students with disabilities in all activities.

Full inclusion in the community includes recreation and leisure activities. Recreation and leisure make life more rewarding, challenging, and healthy for all people. Teaching students appropriate ways to spend free time promotes successful integration within the community and increases independence. Recreational activities are also important for increased social interaction and acceptance between students with differing abilities. The school can have an effective influence on community leaders to ensure that recreational centers, stadiums, playgrounds, and parks are accessible to individuals with disabilities.

Educating Community Leaders and Businesses

Elected officials will be more cooperative if they are informed of the educational, vocational, residential, recreational, and other community-related needs of students with disabilities. This could be arranged through an informal lunch with administrators, teachers, and parents. Officials can also be invited to tour the school and meet administrators, teachers, and students with differing abilities. Community leaders can be encouraged to work with the school to identify and remove architectural and attitudinal barriers.

Many local business owners need to be educated about hiring students with disabilities on both a paid and non-paid basis (see Chapter 6 for more specific information on working with employers). Ask your local chamber of commerce about making presentations in their meetings about the advantages of hiring students with disabilities, as well as the importance of accessibility and community inclusion. Other business-oriented groups such as the Kiwanis, Lions, and Elks clubs can be contacted for presentations. The chamber of commerce usually has a register of community organizations.

Postsecondary Schools

Establish contacts with local colleges, universities, and vocational schools to facilitate the transition of students with disabilities who want to attend those institutions. Many colleges and universities have services for students with disabilities. The resource centers for students with disabilities in Utah colleges and universities include:

Brigham Young University
Services for Students with Disabilities
160 S.W.K.T.
P.O. Box 25541
Provo, UT 84602-5541
(801) 378-2767

College of Eastern Utah
Services for Students with Disabilities
Price, UT 84501
(801) 637-2120

College of Eastern Utah, San Juan
Services for Students with Disabilities
639 West 100 South
Blanding, UT 84511
(801) 687-2201

Dixie College
Disability Resource Center
225 South 700 East
St. George, UT 84770
(801) 673-4811, Ext. 367

Salt Lake Community College
Disability Resource Center
4600 South Redwood Road
Salt Lake City, UT 84123
(801) 964-4659

Snow College
Student Support Services
Ephraim, UT 84627
(801) 283-4021

Southern Utah University
Disability Resource Center
P. O. Box 9375
Cedar City, UT 84720
(801) 586-7848

University of Utah
Disability Resource Center
160 Olpin Union
Salt Lake City, UT 84412
(801) 581-5020 - V/TDD

Utah State University
Disability Resource Center
Logan, UT 84322-0101
(801) 750-2444 V/TDD

Utah Valley Community College
Disability Resource Center
P.O. Box 84603
Provo, UT 84603
(801) 222-8000 - Ext. 8417

Weber State University
Serv. for the Physically Challenged
Ogden, UT 84408
(801) 626-6413

Westminster College
Academic Support Services
1840 South 1300 East
Salt Lake City, UT 84105
(801) 488-4135 FAX 488-6916

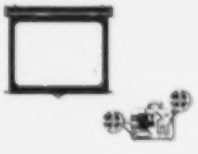
Soliciting Community Volunteers

Recruiting community volunteers increases the probability of a successful PR campaign. Volunteers can help you plan your campaign; produce monthly newsletters; disseminate posters or flyers; contact newspaper, radio, television, and cable stations; update mailing lists; and participate in your speakers bureau. Volunteers can be recruited from a variety of sources including PTA meetings, community organizations, flyers posted in prominent locations, notes sent home with parents, or from announcements in the local paper, school newsletter, or on radio stations (see Chapter 4 for more information).

School-sponsored Community Activities

School-sponsored activities provide one opportunity to create good relations with the community and encourage interaction with students with disabilities. There are many different activities that the school could sponsor including community classes and workshops held at night in the school, ethnic or seasonal celebrations, or fun contests and competitions. The school can sponsor daily activities after school for children who do not have parents at home until after 5 p.m. A parent information center is another good idea where parents can learn about support groups, leisure activities, child care, and other resources within the community.

Another thought is to sponsor a monthly video or movie night at the school. This could be a family-oriented activity or a social activity for junior high or high school students. Ensure that all activities include students with disabilities. Movies could be selected from local school libraries; school district offices; city, college, or university libraries; video outlets; or commercial organizations. Include films that show positive images of individuals with disabilities.



Chapter 6

Employer/Business Participation

Target Employers

Another component in the inclusion of individuals with disabilities is their ability to obtain and sustain meaningful employment. Individuals with disabilities desire to be, and are, working, contributing members of society. Therefore, employers need to be included in and a target of any successful public relations campaign for individuals with disabilities. Businesses are included in public relations campaigns both as (1) promoters of programs for persons with disabilities and (2) as employers of persons with disabilities.

Businesses as Promoters

Businesses spend advertising money on items that will remind the public of the services and products they offer or that will positively increase the business image in the community. Remembering what advertisers spend money on can help attract business support for your local public relations campaign. If businesses and employers view it as part of their advertising effort, they are generally willing to support activities specifically for persons with disabilities. Some suggestions that have been successful for other school PR programs include:

• Have a business sponsor a "student of the month" program for students, including those with disabilities. Businesses will often provide products and/or prizes for such a program.

• Businesses often support and sponsor athletic events or other school activities. They may also be willing to sponsor Inclusive Olympics, wheelchair athletic events, a deaf theater group, entertainers with disabilities, etc. Remember in return for their support, they need to be rewarded in some manner such as listing their name on the program or writing an article or public thanks in the local newspaper.

• Businesses may become part of your public relations campaign by providing the location for special training opportunities. Students with disabilities may go to a local fast food establishment to learn proper and appropriate social and eating skills. Students may also go to a local service garage to learn mechanical and car care skills. This supports your public relations efforts by allowing businesses to have positive experiences with students with disabilities. Such activities also provide valuable inclusion experiences for students.

• If your public relations campaign contains media materials, businesses may provide financial support in return

for identification on the media material. For example, newsletters could be provided or paid for by a sponsoring business in exchange for advertising space.

Businesses as Employers

A public relations campaign targeted at inclusion of students with disabilities must include an emphasis on the employment of persons with disabilities. A major emphasis of the most recent reauthorization of the Individuals with Disabilities Education Act (IDEA) is the transition of students to post-high school settings. One major transition outcome is employment. Schools have the responsibility to effectively and appropriately prepare students with disabilities for employment.

Advantages of Hiring Students with Disabilities

Awareness and training as part of a public relations effort increases opportunities for successful transition. A public relations effort with this goal must include making employers aware of the benefits and advantages of hiring individuals with disabilities. A recent Louis Harris and Associates survey of more than 900 different companies found the following:

√ An overwhelming majority of managers give employees with disabilities a good or excellent rating on overall job performance.

√ Nearly all employees with disabilities do their jobs as well as or better than other employees in similar jobs.

√ Eight out of 10 department heads and line managers feel that employees with disabilities are no harder to supervise than employees without disabilities.

√ Seventy-five percent of all managers say that the average cost of employing a person with a disability is about the same as the cost of employing a person without a disability.

√ A large majority of managers say that making accommodations for employees with disabilities is not expensive.

Individuals with disabilities desire to be hired for the contributions they can make, not simply because they have disabilities. Public relations campaigns should focus on the contributions employees with disabilities make and the positive results from employing persons with disabilities (see sample PSAs and press release at the end of Chapter 3).

Suggestions

Some helpful suggestions for increasing the opportunities for employment of students with disabilities and ensuring their successful inclusion in society include:

• Place students in situations where you can insure their success. If they need additional support, provide it. If

they can only handle short periods of work or limited activities, make those concessions. Initial success is vital for students and employers.

- Students need to have skills and training prior to being placed on a job.

- Be selective about where you place students. Some employers and some work situations are more appropriate for certain students with disabilities than others. Often your local Job Service or Rehabilitation Office can recommend prospective employers. Most job service offices have one person designated to work with individuals with disabilities.

- Another method of recruiting new employers for students with disabilities is through already established disability networks. The organizations, advisory groups, and agencies with disability priorities (including those listed in the box below) may be good resources for identifying potential employers.

- Provide positive reinforcement for employers of students with disabilities. This may include recognition in a newsletter, a story in the local paper, a plaque in their business establishment, etc.

State Organizations

The Arc
455 East 400 South, Suite 300
Salt Lake City, Utah 84111 364-5060

Easter Seals
254 West 400 South, Suite 340
Salt Lake City, Utah 84101 531-0522

Utah Governor's Committee on
Employment of People with Disabilities
P.O. Box 45500, 120 No., 200 W., Suite 201
Salt Lake City, Utah 84145-0500 538-4210
1-800-248-3141

Utah Supported Employment Project
660 South 200 East, Suite 440
Salt Lake City, Utah 84111 533-6999

Division of Services for People
with Disabilities
120 North 200 West, #201
Salt Lake City, Utah 84103 538-4200

DSPD, Northern Region
P. O. Box 825
Clearfield, Utah 84015 776-7436

DSPD, Central Region
645 East 4500 So., P. O. Box 65729
Salt Lake City, Utah 84165 264-7617

DSPD, Western Region
150 East Center Street
Provo, Utah 84601 374-7815

DSPD, Eastern Region
1680 West Hwy 40, Suite 108D
Vernal, Utah 84078 789-9336

Independent Living Centers

Active ReEntry
451 So. Carbon Ave.,P. O. Box 931
Price, Utah 84501 637-4950

OPTIONS for Independence
1095 North Main
Logan, Utah 84321 753-5353

Southern Utah Independent Living Center
206 North 1000 East
St. George, UT 84770 673-7501

Utah Independent Living Center
3445 South Main Street
Salt Lake City, Utah 84115-4453 466-5565

Chapter 7

School Personnel Participation

PR Includes All Personnel

A positive and effective public relations campaign maximizes every one of your available resources. All personnel can play a critical role in promoting the inclusion of students with disabilities as well as the positive overall image of the school. This chapter lists ideas for involving various school personnel in a public relations campaign.

Central Office Personnel/Board of Education

The role of central office personnel will vary with the size and the management philosophy of the district. As is recommended in this guide, it is advisable to identify one individual who has direct responsibility for school/district public relations. In larger districts, there may be a PR person specifically for students with disabilities. A positive public relations campaign also needs the support and commitment of the local Board of Education.

Possible activities

- A memorandum from the Board and administration supporting a PR campaign.
- Develop and prepare press releases.
- Produce public service announcements.
- Produce media kits/guides.

Local School Administration

It is vital that building administrators be actively involved in public relations. Public relations are usually part of administrative job descriptions. Publicity efforts generated in the school need to pass through the administration so personnel are aware of what is occurring. School administrators are usually eager for positive publicity. Let administrators know several weeks ahead of time about positive events in the school so these events can be publicized.

Possible activities

- Take the lead in developing a schoolwide PR campaign.
- Designate one person and/or a team to plan, coordinate, implement, and evaluate public relations activities.
- Conduct inservice training on inclusion of students with disabilities and appropriate disability language.

- Become active in speakers bureau or create a speakers bureau in the school (see Chapter 9).
- Ensure that the school is accessible to persons with disabilities.

Teachers

If a proactive image is to occur, it will most likely be originated by classroom teachers. Teachers working with students who have disabilities on a daily basis have an excellent understanding of their needs and abilities. They are pivotal to the successful inclusion of these students and to their positive portrayal in both the school and the community. It is also important that "general" classroom teachers assume an active and positive posture toward students with disabilities.

Possible Activities

- Write stories and press releases about their students.
- Include students with disabilities in all classroom activities.
- Ask "How can I make this student successful?"
- Become an advocate.
- Learn and use proper disability language (see Chapter 2).
- Share positive experiences about students with disabilities.
- Promote community involvement including employment, recreation, and daily living activities.
- Volunteer for speakers bureau.

School Secretaries

School secretaries and other office personnel are essential in any school public relations campaign. These individuals are generally the first contact someone has with the school, and they can help establish and often greatly influence the school climate and public perception of schools. Appropriate telephone manners and pleasant and positive greeting procedures are fundamental attributes of effective office staff.

Secretarial staff also play an important role in positive public relations with students who have disabilities. Often students with disabilities need additional attention from office personnel. If students with disabilities are to be fully included in the school program, office personnel must not neglect their role. Also, secretaries must be sensitive when dealing with the parents of students with disabilities. Parents may be hesitant to make contact with the school. The initial encounter with school personnel, either in person or on the telephone, may influence their willingness to support their child's inclusion in school programs and activities.

Possible Activities

- Learn enough about students with disabilities to be sensitive to their needs.
- Create an atmosphere in the school office where students with disabilities feel secure and accepted.
- Be pleasant and supportive of parents of students with disabilities.

- Be supportive of training students with disabilities as office aides. This may be a decisive step in their transition to the world of work.

- Provide secretarial support for other public relations activities.

Custodial and Maintenance Personnel

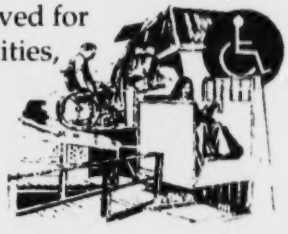
Any public relations effort must address the physical appearance of the school. This is also true in public relations for students with disabilities. Custodial and maintenance personnel can improve the school's image and its perception, including the acceptance and inclusion of students with disabilities. Access to the school buildings and programs, as well as reasonable accommodations for specific activities and events, go a long way in improving the school's image.

Possible Activities

- Conduct an accessibility survey of the buildings you are responsible for and make buildings accessible where possible. (Each district has an ADA compliance person.)

- Be available and willing to make simple accommodations for students (e.g. raise a desk, build a small ramp, adjust lighting in a room, etc.).

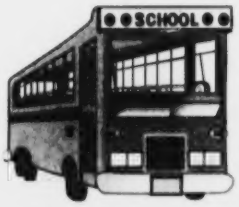
- Be aware of accessibility issues on a daily basis (e.g. remove snow from parking stalls reserved for people with disabilities, make certain bathroom products are available in accessible restrooms).



- Be supportive of students with disabilities who may be assigned as custodial/maintenance aides as part of their IEP. (Local custodial/maintenance service is an excellent opportunity for transition goals in the IEP.) This may be a crucial step in their transition to employment.

Transportation Personnel

Transportation is often addressed in a student's Individualized Education Program (IEP). It is therefore imperative that transportation personnel be aware of the rules and regulations associated with the rights of students with disabilities to an appropriate education. Their role is often pivotal in a public relations effort because their services are provided away from the school and in full view of the public. Transportation personnel are often the first and last contacts students have with the school on a daily basis.



Possible Activities

- Make certain that buses are accessible.

- Understand the role of transportation in providing an appropriate education for students with disabilities.

- Make an effort to ensure that students with disabilities begin and end the day with a positive experience.

Chapter 8

Brochures and Newsletters

Useful Communication Vehicles

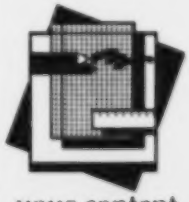
Print media are probably the format with which most school personnel are familiar. Brochures can provide information about school programs, answer parents' common questions and concerns, generate interest in volunteering or other topics, and list additional resources. Newsletters can keep parents and the general public informed about school events, including activities with students with disabilities. Student newspapers can also include information about students with disabilities. This chapter contains some helpful hints on putting together a successful brochure or newsletter. Also included are possible topics for articles that could be included in brochures or newsletters.

Brochures

A brochure is a functional medium for communicating small amounts of information in one or two pages. Brochures are great additions to your press kit and can also be used as a marketing tool in other places such as a bulletin board or the front counter of the school or a business.

Knowing the purpose of the brochure ahead of time can make planning much simpler. For example, will your brochure be part of your press kit or be a stand-alone handout to be given to parents at meetings? Will it contain information on several different but linked topics?

Brochures are most often folded for convenience and visual appeal. One- or two-fold brochures are standard, but many other folds can be used. Usually the folds are made so that the sections are equal, but other styles work well. Folds can be fun to work with because you can often accent certain information based on its placement in the brochure. Also, you can present information in a sequential style based on the folds and the positioning of the information.



Once you know your intended use and have determined the basic style of the brochure, you can then begin to plan your content. If you know you will be using a certain size of paper, you can decide how much text you will need based on the space available. Use techniques for attractive and readable layout, which are included later in this chapter.

Possible Topics for Brochures

Below are some possible topics for brochures. Use this list as a springboard to develop other topic ideas.

- √ The parent's role in the IEP.
- √ Inclusion for all children.
- √ Volunteering.

- √ Supporting your child in school.
- √ Tips for helping students with homework.
- √ Should your child be in preschool?
- √ The importance of parent involvement.
- √ Learning disabilities.

Newsletters and Newspapers

At the high school level, many schools have newspapers that are created by the students. The school newspaper is a useful medium to acquaint all students with students with disabilities who are participating in school and community activities. It can also be a method for communicating with parents of all students, including students with disabilities, in the school.

At the earlier grade levels, newspapers are often not available for disseminating information. Newsletters can also provide the opportunity to regularly communicate with the community, especially parents. Newsletters can be used to apprise parents of school activities. They can also be used to promote student generalization of classroom skills. Generalization can be promoted by including short articles on what specific activities students are participating in by having students write articles. Newsletters are different from brochures in that newsletters regularly communicate about various topics rather than providing specific information about a limited topic.

Newsletters do not need to be elaborate. Short and concise, rather than long-winded, articles are more likely to be read. Also, newsletters do not have to be professionally published but can be handwritten or perhaps created by the students in a particular class and then photocopied using the school's equipment. Products developed by the students are more likely to be read by parents than products developed by school administrators.

Newsletters do not have to be many pages. They can consist of only one page or several pages folded together. The key is to set up a format and a schedule and then stick to the schedule of publication. Parents will become accustomed to receiving the newsletter, often looking forward to the information it provides. Don't be too ambitious at first. Start small and as you feel more comfortable about the content and time commitment required to produce a newsletter, you can add pages as needed.

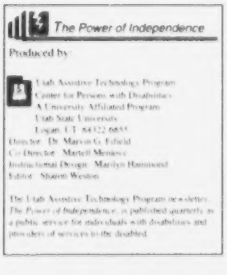
Topics for Newsletters

First, decide what kind of information will be included in the newsletter. Will it be produced for parents of children with disabilities or for parents of all children? Will it be a schoolwide project? Will it include contributions from students, or only staff written articles? Will you have a letter to the editor section? Below are some possible sections (and topics for those sections) to include in your newsletter.

- Timely articles on speakers or special national or school events.

- Special presentations during drug awareness month.

- National employment month for people with disabilities.
- A new special education teacher.
- Feature articles about interesting people.
- A student with a disability who has an interesting hobby.
- Technical information on a student's motorized wheelchair.
- Letters to the editor.
- Announcements.
- Volunteer positions available.
- Request for donations or items to be used in crafts at school.
- Parent's/Grandparent's Day at school.
- Calendar of interesting upcoming school events.
- Brief notes about interesting events at school
  - Grade awards.
  - Unique art projects.
  - Science projects.
- Masthead
  - The place where names of all staff and publishing information is displayed.


The Power of Independence

Produced by:

Utah Assistive Technology Program
Center for Persons with Disabilities
A University Affiliated Program
Utah State University
Logan, UT 84322-6855
Director: Dr. Marvin G. Fifield
Co-Director: Martell Mendoza
Instructional Design: Marilyn Hammond
Editor: Sharon Weston

The Utah Assistive Technology Program newsletter, The Power of Independence, is published quarterly as a public service for individuals with disabilities and providers of services to the disabled.

Writing Tips

Establish the goals and objectives of your brochure or newsletter. Determine who your target audience is and write specifically to them. Do you want to persuade, inform, motivate, entertain, or advise? Will it be used with other materials, or does it need to be self-explanatory?

Write clearly and succinctly. Organize your material in a logical manner. Rewrite as often as necessary. Ask at least one other person to edit your work.

Tips for an Attractive and Effective Layout

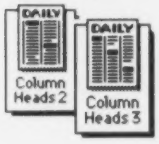
The attractiveness of your publications will often determine whether your message is read. Attractive layout does not have to be expensive; knowing a few tricks of effective desktop publishing can greatly improve the quality of your publication.

First, you must choose appropriate paper. Heavy cardstock can be expensive. If you want to use regular paper used in photocopiers, fold the newsletter, and staple it. Allow space for a mailing label.

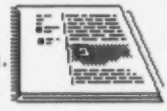
Second, determine an appropriate flag. The flag is the place where you identify your newsletter, and it should remain consistent from newsletter to newsletter so that people can easily identify your product. It should be uncluttered and visually attractive. (Brochures don't need flags.)

Third, determine which fonts (type faces) you will use. Choose fonts that are functional and not very decorative as decorative fonts are difficult to read.

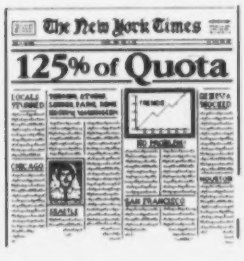
Fourth, determine how many columns you will use. Columns that spread the entire length of the page are difficult to read. Instead, use a two- or three-column format.



Fifth, leave plenty of white or empty space on the page. This ensures that a person is not overwhelmed by all the information they must read. It is better to leave too much white space than not enough. Putting too many objects or information on a page can leave the page looking cluttered and confusing. Also, leave a comfortable amount of space around any text that has a border. If the border is too close to the text it becomes confusing.



Sixth, pay special attention to writing headlines. Headlines grab the readers' attention. A good headline is written with an active verb that makes the story seem more interesting. For example, instead of Victory for South Central High School, the title would be more appealing if it read South Central Recaptures State. The second headline gives more useful and interesting information.



Ronda Graduates
High School with Honors

Personalize headlines to celebrate or commemorate special events. To make your own headline: 1) compose your headline and place it inside the bold lines above; 2) select the lines and text with the Selection Rectangle. 3) while the art is still selected, select Opaque from the Paint Menu; 4) then drag and place the art over the existing headline.

Seventh, use pull quotes to aid the reader and make stories more interesting.

> ***Pull quotes*** **66 99**
> **are small bits of**
> **a story pulled out and made larger to make the story more inviting and to break up columns of text to make it more visually appealing.**

Avoid overusing them, and only use interesting quotes that might encourage the reader to read more.

Last, use graphics to aid in the story and to make the page more attractive. Graphics give easily identifiable information to the reader and draw the reader into the story. A page that contains only text can look gray. Add graphics to break up the monotony and to provide quick references for your readers. However, choose only high-quality photographs and other graphic elements. Fuzzy or childish (unless that is the intent) graphics can lead a reader to believe the newsletter is not worth his/her time.

Conclusion

Putting together a brochure or newsletter can be a rewarding experience. Practice some of the tips for effective layout to make your product more visually appealing. Don't be afraid to find creative ways to display or convey information. With practice, you will become accustomed to thinking about presenting verbal information in a visual format. Do not forget the importance of clear, concise writing on topics of interest to your audience.

Chapter 9

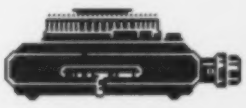
SPEAKERS BUREAU

Effective Communications and Promotion

A speakers bureau is an excellent public relations method to influence public opinion about school and disability issues. Effective speaking about relevant disability issues that are of interest to the general public, employers, community groups, and parents promotes a positive image of the school and fosters good community relations. Public support for the school is enhanced by effective communications.

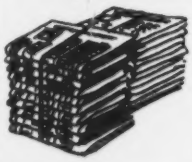
A school speakers bureau can be comprised mostly of volunteers from your school. You can also ask for volunteers from parents, businesses, disability groups, local colleges, universities, and community organizations. Successful role models who have disabilities should also be invited to participate.

Selected participants should be good communicators. Each speaker should receive an information packet with suggestions on appropriate language usage, the benefits of inclusion, and school policies. In addition, some coaching on public speaking and disability issues may be necessary. Provide speakers with overheads, slides, or videos where needed.



After the speakers bureau is formed, schools need to promote and schedule speakers for all civic, governmental, parent, business, and other community organizations identified through the local chamber of commerce, community leaders, or school personnel. Speakers can be used for radio and television talk shows as well as for school and community events.

Presentations should be advertised in the community-events section in local newspapers; on radio, cable, and television stations; posted on school bulletin boards; and mentioned in school newsletters. Flyers announcing speaking events can also be posted in the community and mailed to parents and organizations. (See Chapter 3 for more specific information on publicity.)



Some Suggested Topics:

The following section suggests speaking ideas for various school personnel. These topics are not exclusive to the listed personnel groups.

School Counselors/Psychologists:

- How to promote acceptance of students with disabilities in school and the community.
- What are the most effective methods for addressing challenging behaviors?
- Support for parents of children with disabilities.
- How parents can encourage children to be more open and communicative.
- Identifying children at risk.
- What are the options for students with disabilities when they leave the school system?

Administrators/Teachers:

- What are the worthwhile things the school is doing for students with and without disabilities and their families?
- Legal rights of students with disabilities and their parents.
- Zoning issues affecting group homes.
- The value of inclusion for all students.
- The value of community integration for both the community and students with disabilities.
- Accessibility for individuals with disabilities.

Special Educators:

- The value of inclusion for all students.
- The value and benefits of community inclusion for students with disabilities and how the community benefits as well.
- Language usage when talking or writing about children and adults with disabilities.
- Accessibility for individuals with disabilities.
- Employee/employer benefits.
- Selecting appropriate games and toys for students with and without disabilities.

- How to promote acceptance of students with disabilities in school and the community.
- Planning for your child's future.
- Behavior management.
- Parents and IEPs.
- The benefits of peer tutoring.

Media Specialist/Librarians:

- What books about individuals with disabilities are available?
- What books and videos foster an appreciation for diversity?
- How should parents select books for children to read?
- What are some methods to encourage children to read?
- What are the positive and negative effects of television?
- What television shows and movies portray individuals with disabilities in positive or negative ways?

Home Economics Teachers:

- Preparing healthy but appetizing foods.
- How to encourage students to eat well.
- Managing your time effectively.
- Adapting curricula.
- Functional cooking for non-readers.

Kindergarten and First Grade Teachers:

- What are some ways to help parents foster development?
- How can parents prepare their children for school?
- What social and academic skills should children have before entering school?

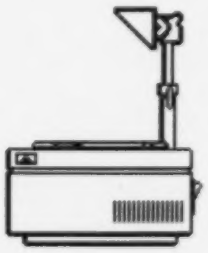
Speaking Tips

Analyze your audience. Tailor your presentation specifically to the people you are speaking to. Think of what you want your audience to do, think, or feel as a result of your speech. You may want to influence attitudes about students with disabilities and inclusion practices. If your audience is employers, you may want to persuade them to hire students with disabilities.

After you determine what your main goals are, organize your speech into logical sections. The beginning of your speech should get the attention of the audience and inform them why your topic is of interest. The introduction could begin with a story about one of your students with disabilities, a comparison of what happens to students with similar disabilities who are educated in inclusive school settings vs. those who are in separate classrooms and schools, facts about what happens to most students with disabilities after they graduate from high school, the costs of educating students in inclusive settings vs. the costs of separate classrooms and possibly supporting students later in life, or other pertinent topics. The body of your speech should contain your major points with supporting facts, information, or stories. Conclude with a review of your main points. Leave time for questions after your presentation, or during your presentation, if you prefer.

Prepare thoroughly and rehearse your speech. You should communicate confidence and concern to the audience. Be enthusiastic about your subject. Don't use jargon. Remember that you are representing the school.

Speak directly to the audience and establish eye contact. Speak clearly and loudly enough so everyone can hear. Use notes if you have to, but don't read your speech. Practice until you feel confident. Interact with your audience whenever possible. Overheads and computer presentation software are good ways to emphasize your main points and keep your speech on target. Slides and videotapes are also popular with audiences and may make your presentation more interesting. (See Chapter 7, videotape section, for more information.)



Chapter 10

Rural Communities

Advantages of Promoting Students in Rural Communities

Although many rural communities may lack some of the resources discussed earlier in this guide, there are definitely many advantages to promoting students with disabilities in rural communities. In many small and rural communities, the school, sometimes by default, is the focus of the community. A majority of community members are often actively involved in and aware of school activities. As high as 80 percent of the total population in rural communities is comprised of teachers and classified school employees as well as their families, students, siblings, parents, and grandparents of students. Schools, therefore, have a great deal of influence on how communities perceive students with disabilities.

Hurdles and Methods of Overcoming Hurdles

In small and rural communities, everyone knows everyone else. The concern is not so much integrating students with disabilities, but that inclusion and awareness occur in appropriate and positive ways. The question is not so much of how can we integrate students with disabilities into the school and community, but how do we ensure **positive inclusion** of all students?

Often in small communities news travels quickly. Both formal and informal communication networks exist. The informal networks are most active in communicating information, especially information that has previously been viewed as negative. Negative information can be communicated both by formal means and through rumors. "Did you hear that so-and-so did this or that?" "I heard that so-and-so's son or daughter has a learning disability!" "I can't believe that so-and-so let their *retarded* daughter go to that party!" Information about students with disabilities often travels in this manner. Identification of formal and informal networks in your community, and infiltration with positive "gossip," is possible. In large cities, information that people want known is often "leaked" to the media. This same concept can be used in small communities if you assure that what is leaked is positive. "I heard that Sally Jones (a girl with Down's Syndrome) did an excellent job in the school play." "Did you hear that Sam Jones (a young man who uses a wheelchair) traveled with the football team to all of the away games?" It is important to not only "leak" positive news, but also to curtail the "leaking" of negative and destructive news.

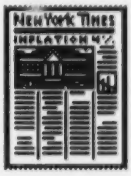
Another hurdle that may exist in small communities is assuring the accuracy of news. Because communities often rely on informal communication systems, information accuracy is vital. News bulletins posted in the local post office or in local businesses and stores can assure that accurate information is available. If formal communication resources are utilized, make certain that news is timely and up-to-date. For example, if a formal and accurate news report from a controversial school board meeting will not appear in the local paper until next week, that may be too late if the informal network is already communicating inaccurate news.

If the informal communications network in your community is negative towards persons with disabilities, this issue may need to be addressed before implementing other ideas in this guide.

Another issue in small communities is that almost everyone is acquainted with most individuals with disabilities on a personal basis. Therefore, a positive article about a familiar person is probably more effective than a general article about a disability. For example, a newspaper article concerning a member of the community who has cerebral palsy should contain specific information about how that person integrates into the community, whereas an article containing information on national cerebral palsy research may not be as interesting. Again, accentuate the person's strengths and abilities and not his/her differences and weaknesses.

Maximizing Resources in a Rural Community

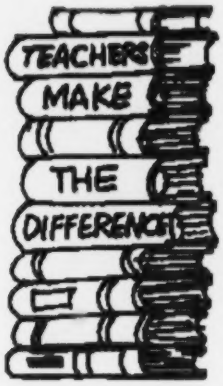
Although most small and rural communities may not have extensive media sources, some do exist. If local radio stations exist, the items discussed in Chapter 3 may aid your public relations program. Most small and rural communities also have access to a weekly newspaper. Even if this consists of one page in a paper published in a larger community, this is an excellent resource for communicating with people in your community.



School news for a local or regional newspaper is generally assigned to one reporter. It is critical that this person present an accurate and positive view of persons with disabilities. This person may need some specific awareness and training concerning disabilities. This can be fostered by inviting the person to school activities involving students with disabilities, making the reporter a member of a disability advisory council, and/or utilizing his or her skills in special education activities such as student writing projects, etc. Feeling some type of ownership in disability activities will often promote a positive perspective in the writer's reporting. Chapter 2 contains guidelines for positive portrayal of students with disabilities.

Many local and regional papers are anxious and willing to publish reports and articles directly from the school. These may be student and/or teacher works. Items suggested in Chapters 3 and 8 related to students with disabili-

ties are applicable in small and rural communities.



Finally, teachers and administrators need to take some personal interest to ensure that students with disabilities have equal access and are included in school and community activities. In small and rural communities, one person can have a tremendous impact.

Some Other Suggestions:

- √ Address inclusion in IEPs.
- √ Make sure students with disabilities are perceived positively.
- √ Work directly with community and church leaders to ensure inclusion.
- √ Ensure full inclusion in school activities.
- √ Discuss inclusion issues in faculty and staff meetings.
- √ Make the inclusion of students with disabilities a school or district goal.

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Utah Media Guide

Associations

Utah Broadcasters Association
1600 South Main
Salt Lake City, UT 84115
486-9521 Fax: 484-7294

Utah Press Association
467 East 300 South
Salt Lake City, UT 84111
328-8678 Fax: 328-2226

Society of Professional Journalists
Utah Headliners Chapter
Mailing: P. O. Box 1257
Salt Lake City, UT 84110
237-2100 Fax: 237-2121

Wire Services

Associated Press
28 East 100 South
Mailing: P. O. Box 11129
Salt Lake City, UT 84147
322-3405 Fax: 322-0051

United Press International
Mailing: P. O. Box 16005
Salt Lake City, UT 84116
521-5601 Fax: 359-8174

Television

KUTV Channel 2 (NBC)
2185 South 3600 West
Mailing: P. O. Box 30901
Salt Lake City, UT 84130
973-3000 Fax: 973-3369

KTVX Channel 4 (ABC)
1760 Fremont Drive
Salt Lake City, UT 84104
975-4444 Fax: 973-4176

KSL-TV Channel 5 (CBS)
Mailing: Broadcast House
5 Triad Center
Salt Lake City, UT 84180

KUED-TV Channel 7 (PBS)
101 Wasatch Dr., University of Utah
Salt Lake City, UT 84112-1107
581-7777 Fax: 581-5620

KULC Channel 9 (Educational)
101 Wasatch Dr., University of Utah
Salt Lake City, UT 84112-1107
581-4194 Fax: 585-6105

KBYU-TV Channel 11 (PBS)
2000 Ironton Blvd.
Provo, UT 84606
378-0050 Fax: 378-8478

KSTU Channel 13 (FOX)
5020 West Amelia Earhart Drive
Salt Lake City, UT 84116-5207
532-1300 Fax: 537-5335

KJZZ Channel 14 (IND)
5181 Amelia Earhart Drive
Salt Lake City, UT 84116
537-1414 Fax: 537-1422

KOOG Channel 30 (IND)
1309 16th Street
Ogden, UT 84404
621-3030 Fax: 394-1451

Radio-North

KANN - AM 1120
Mailing: P.O. Box 3880
Ogden, UT 84409
776-0249

KFAM - AM 700
1171 South West Temple
Salt Lake City, UT 84101
295-0700 Fax: 532-7500

KJOE- AM 1490
KKBE - FM 95.5
Salt Lake City 92.7, Provo 104.9
1506 Gibson Avenue
Ogden, UT 84404
392-9550 Fax: 627-1515

KLGN - AM 1390
KBLQ - FM 92.9
810 West 200 North
Mailing: P.O. Box 3369
Logan, UT 84321
752-1390 Fax: 752-1392

KLO - AM 1430
385 24th Street, Suite 727
Ogden, UT 84401
627-1430 Fax: 627-0317

KPCW - FM 91.9
KCPW - FM 88.3
Mailing: P.O. Box 1372
Park City, UT 84060
649-8395 Fax: 645-5078

KSOS - AM 800
KSOS - FM 106.9
385 24th Street, #820
Ogden, UT 84401
621-3131 Fax: 626-5806

KSVN - AM 730 (Spanish)
4215 West 4000 South
Hooper, UT 84315
292-1799 Fax: 292-1799

KTLE - FM 92.1
7 South Main
Mailing: P.O. Box 608
Tooele, UT 84074
833-9211
SLC 539-8907 Fax: 833-9210

KUFA - AM 1470
KGSC - FM 104.9
2934 West 1000 North
Mailing: P.O. Box 366
Tremonton, UT 84337
257-3100 Fax: 257-3101

KUSU - FM 91.5
Utah State University
Logan, UT 84322-8505
750-3138 Fax: 750-3599

KNUC/KNFL
KVEZ - FM 103.9
610 North Main
Logan, UT 84321
753-2200 Fax: 753-8211

KVNU - AM 610
KVFM - FM 94.5
1350 North 200 West
Mailing: P.O. Box 267
Logan, UT 84321
752-5141 Fax 753-5555

KWCR - FM 88.1
Weber State University
Ogden, UT 84408-1906
626-6450 Fax: 626-6935

Radio - Salt Lake Metro

KKNT 101.9
KODJ 94.1
312 East South Temple
Salt Lake City, UT 84111
533-0102 Fax: 538-5690

KCPX - AM 1600
KUMT - FM 105.7
KMXB - FM 107.5
5282 South 320 West, Suite D-272
Murray, UT 84107
264-1075 Fax: 269-8595

KBER - FM 101.1
19 East 200 South
Tenth Floor, Suite 101
Salt Lake City, UT 84111
322-3311 Fax: 355-2117

KBZN - FM 97.9
257 East 200 South, Suite 400
Salt Lake City, UT 84111
364-9836 Fax: 364-8068

KLZX 93.3 FM
KLZX 860 AM
434 Bearcat Drive
Salt Lake City, UT 84115
485-6700 Fax: 487-5369

KDYL - AM 1280
KSFI - FM 100.3
KRSP - FM 103.5
57 West South Temple, Suite 700
Salt Lake City, UT 84101
524-2600 Fax: 521-9234

KFAM - AM 700
1171 South West Temple
Salt Lake City, UT 84101
295-2300

KISN - AM 570
KISN - FM 97.1
4001 South 700 East, Suite 800
Salt Lake City, UT 84107
262-9797 Fax: 262-9772

KKAT - FM 101.9
312 East South Temple
533-0102 Fax: 538-5690

KKDS - AM 1060
1130 West 5200 South
Mailing: P.O. Box 57760
Salt Lake City, UT 84157-0760
262-5624 Fax: 266-1510

KRCL - FM 90.9
KZMU (Moab) FM 89.7
208 West 800 South
Salt Lake City, UT 84101
363-1818 Fax: 363-5725

KRGO FM 103.1
KTCE FM 92.3
5065 West 2100 South
Salt Lake City, UT 84120
972-3449 Fax: 972-3440

KSL - AM 1160
Mailing: Broadcast House
55 North 300 West
Salt Lake City, UT 84110-1160
575-7600 Fax: 575-7625

KSOP - AM 1370
KSOP - FM 104.3
1285 West 2320 South
Mailing: P.O. Box 25548
Salt Lake City, UT 84125
972-1043 Fax: 974-0868

KTGQ - AM 1550
KRGQ - FM 108
5065 West 2100 South
West Valley City, UT 84120
972-3449 Fax: 972-3440

KTKK - AM 630
KUTQ - FM 99.5
3595 South 1300 West
Salt Lake City, UT 84119
264-8250 Fax: 264-8978

KTUR - AM 1010 (Spanish)
765 West 400 South
Salt Lake City, UT 84104
363-2416 Fax: 363-2426

KUER - FM 90.1
Eccles Boradcast Center
101 Wasatch Drive
Salt Lake City, UT 84112
581-6625 Fax: 581-5426 or 6758

KUFR - FM 91.7
136 East South Temple, Suite 1630
Salt Lake City, UT 84111
359-3147 Fax: 359-3147

KZHT - FM 94.9 (KBER)
19 East 200 South, Suite 101
Salt Lake City, UT 84111
322-3311 Fax: 355-2117

Radio - Central

KBYU - FM 89.1
C-302 HFAC
Brigham Young University
Provo, UT 84602
378-3555 Fax: 378-5300

KEYY - AM 1450
307 South 1600 West
Mailing: P.O. Box KEYY
Provo, UT 84603
374-5210

KFMY - AM 960
KXRK - FM 96.1
651 West 1560 South
Provo, UT 84603
521-9696 Fax: 328-9696

KHQN - AM 1480 - Day
8628 South State Street
Spanish Fork, UT 84660
798-3559

KIFX - FM 98.5
KNEU - AM 1250
Mailing: 1 mile So. Ballard, Parcel Post
Roosevelt, UT 84066
722-5011/789-5101 Fax: 722-5012

KMTI - AM 650
KMXU - FM 105.1
Mailing: P.O. Box K
Manti, UT 84642
835-7301 Fax: 835-2250

KOAL - AM 750
KARB - FM 98.3
Mailing: P.O. Box 875
Price, UT 84501
637-1167 Fax: 637-1177

KRPX - AM 1080
KDRQ - FM 100.9
163 East 100 North
Price, UT 84501
637-1080 Fax: 637-4235

KSRR - AM 1400
1240 East 800 North
Orem, UT 84057
224-1400

KVEL - AM 920
KLCY - FM 105.9
2425 North Vernal Avenue
Mailing: P.O. Box 307
Vernal, UT 84078
789-0920 Fax: 789-6977

Radio - South

KBRE - AM 940 - Day
KBRE - FM 94.9
450 West 400 South
Mailing: P.O. Box 858
Cedar City, UT 84720
586-5273 Fax: 586-0458

KDXU - AM 890
KZEZ - FM 93.5
750 West Ridgeview Drive
Mailing: P.O. Box 1890
St. George, UT 84770
673-3579 Fax: 673-8900

KNAK - AM 540
58 East Main, Suite 7
Mailing: P.O. Box 636
Delta, UT 84624
864-5111 Fax: 835-2250

KONY - AM 1210
KONY - FM 101/103
135 North 900 East, Suite 2
Mailing: P. O. Box 2530
St. George, UT 84770
628-3643 Fax: 628-3643

KREC - FM 98.1
7656 West Highway 56
Mailing: P.O. Box 747
Cedar City, UT 84721
586-9812 Fax: 586-9889

KREC - FM 98.1
St. George
175 West 900 South, Suite 4
St. George, UT 84770
673-9812 Fax: 673-9836

KSGI - AM 1450
341 South Bluff Street
St. George, UT 84770
628-1000 Fax: 628-6636

KSGU - FM 91.1
351 West Center
Cedar City, UT 84720
586-7975

KSUB - AM 590
KSSD - FM 92.5/102.3
6200 West Highway 16
Mailing: P.O. Box 819
Cedar City, UT 84721
586-5900 Fax: 586-0437

KSVC - AM 980
KKWZ - FM 93.7
450 East 400 South
Mailing: P.O. Box 848
Richfield, UT 84701
896-4456 Fax: 896-9333

KUTA - AM 790 - Extended Day
Highway 191 North (6-1)
Blanding, UT 84511
678-2261 Fax: 678-2262

KZMU - FM 89.7
Mailing: P.O. Box 1076
Moab, UT 84532
259-4897

Newspapers - Daily

Daily Herald
1555 North Freedom Blvd.
Mailing: P.O. Box 717
Provo, UT 84603
373-5050 Fax: 373-5489

Daily Spectrum - Iron County
415 South Main
Mailing: P.O. Box 1568
Cedar City, UT 84721
586-7646 Fax: 586-7471

Daily Spectrum - Washington County
275 East St. George Blvd.
Mailing: P. O. Box 1630
St. George, UT 84771
673-3511 Fax: 673-9737

Deseret News
30 East 100 South
Mailing: P.O. Box 1257
Salt Lake City, UT 84110
237-3800 Fax: 237-2121

Herald Journal
75 West 300 North
Mailing: P.O. Box 487
Logan, UT 84321
752-2121 Fax: 753-6642

Salt Lake Tribune
143 South Main
Mailing: P.O. Box 867
Salt Lake City, UT 84110
237-2800 Fax: 521-9418

Standard Examiner
455 23rd Street
Mailing: P.O. Box 951
Ogden, UT 84401
394-7711 Fax: 625-4299

Weekly - North

Box Elder News Journal - Wednesday
55 South 100 West
Mailing: P.O. Box 370
Brigham City, UT 84302
723-3471 Fax: 723-5247

The Cache Citizen - Wednesday
873 East 900 North
Mailing: P.O. Box 703
Logan, UT 84322-7300

Davis County Clipper - Tues. & Fri.
1370 South 500 West
Mailing: P.O. Box 267
Bountiful, UT 84010
295-2251 Fax: 295-3044

Hilltop Times - Thursday
1152 West Riverdale Road
Mailing: P.O. Box 445
Roy, UT 84067
394-9655 Fax: 394-7058

Kaysville Today - Wednesday
1370 South 500 West
Mailing: P.,O. Box 267
Bountiful, UT 84010
295-2251 Fax: 295-3044

Lakeside Review - Wednesday
2146 North Main, Suite 526
Layton, UT 84041
776-4951 Fax: 773-7284

The Leader - Wednesday
119 East Main Street
Tremonton, UT 84337
275-5182

Morgan County News - Friday
157 North Commercial Street
Mailing: P.O. Box 190
Morgan, UT 84050
829-3451 Fax: 829-3451

Park Record - Thursday
1670 Bonanza Drive
Mailing: P.O. Box 3688
Park City, UT 84060
649-9014 Fax: 649-4942

Summit County Bee
16 South Main
Mailing: P.O. Box 7
Coalville, UT 84017
336-5501 Fax: 336-5501
Heber Fax: 654-1479

Tooele Transcript Bulletin - TTh
58 North Main
Mailing: P.O. Box 390
Tooele, UT 84074
Tooele 882-0050 Fax: 882-6123
Salt Lake City 355-6525

Wasatch Wave
675 West 100 South
Mailing: P.O. Box 128
Heber City, UT 84032
654-1471 Fax: 654-1479

Weekly - Salt Lake Metro

Enterprise - Monday
Kearns Building, Suite 202
136 South Main
Salt Lake City, UT 84101
533-0556 Fax: 533-0684

Greensheet Newspapers - Thursday
Murray Edition
South Valley Edition
West Valley Edition
155 East 4905 South
Murray, UT 84107
262-6682 Fax: 261-5623

Intermountain Catholic - Friday
27 C Street
Mailing: P. O. Box 2489
Salt Lake City, UT 84103
328-8641 Fax: 328-9680

Intermountain Commercial Record
and Salt Lake Times - Friday
1952 West 1500 South
Salt Lake City, UT 84104
972-5642 Fax: 972-4457

Magna Times - Thursday
West Valley News - Thursday
8980 West 2700 South
Magna, UT 84044
250-5656 Fax: 250-5685

Private Eye Weekly - Wednesday
68 West 400 South
Salt Lake City, UT 84101
575-7003 Fax: 575-6106

Weekly - Central

American Fork Citizen - Wednesday
59 West Main
Mailing: P.O. Box 7
American Fork, UT 84003
756-7669 Fax: 756-5274

Emery County Progress - Tuesday
190 East Main
Mailing: P.O. Box 589
Castle Dale, UT 84513
381-2431 Fax: 637-2716

Ephraim Enterprise - Thursday
35 South Main
Manti, UT 84642
835-421 Fax: 835-1493

Eureka Reporter - Friday
Mailing: P.O. Box 150
Eureka, UT 84628
489-5651 Fax: 489-7021

Lehi Free Press - Wednesday
59 West Main, Mailing: P.O. Box 7
American Fork, UT 84003
756-7669 Fax: 756-5274

Manti Messenger - Thursday
35 South Main
Manti, UT 84642
835-4241 Fax: 835-1493

Orem-Geneva Times - Wednesday
546 South State
Mailing: P.O. Box 65
Orem, UT 84057
225-1340 Fax: 225-1341

Payson Chronicle - Wednesday
12 South Main
Payson, UT 84657
465-9221 Fax: 465-9221

Pleasant Grove Review - Wednesday
59 West Main
Mailing: P.O. Box 7
American Fork, UT 84003
756-7669 Fax: 756-5274

The Pyramid - Wednesday
49 West Main
Mt. Pleasant, UT 84647
462-2132 Fax: 462-2459

Spanish Fork Press - Wednesday
280 North Main
Spanish Fork, UT 84660
798-6816 Fax: 798-9770

Springville Herald - Wednesday
161 South Main
Springville, UT 84663
489-5651 Fax: 489-7021

The Sun Advocate - TTh
76 West Main
Mailing: P.O. Box 870
Price, UT 84501
637-0732 Fax: 637-2716

The Times News - Wednesday
96 South Main
Mailing: P.O. Box 77
Nephi, UT 84648
623-0525

Uintah Basin Standard - Tuesday
268 South 200 East
Roosevelt, UT 84066
722-5131 Fax: 722-4140

Utah County Journal - Tuesday, Friday
500 West 1200 South
Orem, UT 84058
226-1983 Fax: 226-3624

Vernal Express - Wednesday
54 North Vernal Avenue
Mailing: P.O. Box 1010
Vernal, UT 84078
789-3511 Fax: 789-8690

Weekly - South

Beaver Press - Thursday
40 East Center
Mailing: P.O. Box 351
Beaver, UT 84713
438-2891 Fax: 438-5295

Garfield County News - Thursday
120 North Main
Mailing: P.O. Box 127
Tropic, UT 84776
679-8730 Fax: 679-8847

Gunnison Valley News - Wednesday
63 East Main
Salina, UT 84654
528-3111 Fax: 529-7727

Iron County Advocate - Thursday
195 West 650 South
Mailing: P.O. Box 2057
Cedar City, UT 84721-2057
586-3366 Fax: 586-0211

Millard County Chronicle Progress
- Thursday
40 North 300 West
Mailing: P.O. Box 249
Delta, UT 84624
864-2400 Fax: 864-2214

Millard County Gazette - Tuesday
Mailing: P.O. Box 908
Fillmore, UT 84631
Forward Press Release To:
P.O. Box 27846
Salt Lake City, UT 84127
743-6983 Fax: 484-6961

Richfield Reaper - Wednesday
65 West Center
Mailing: P.O. Box 730
Richfield, UT 84701
896-5476 Fax: 896-8123

Salina Sun - Wednesday
63 East Main
Salina, UT 84654
529-7839 Fax: 529-7727

San Juan Record - Wednesday
937 East Highway 666
Mailing: P.O. Box 897
Monticello, UT 84535
587-2277

Southern Utah News - Wednesday
40 East Center
Kanab, UT 84741
644-2900 Fax: 644-2926

The Times Independent - Thursday
35 East Center
Mailing: P.O. Box 129
Moab, UT 84532
259-7525 Fax: 259-7741

Student Newspapers

The Daily Universe - Mon thru Fri
Brigham Young University
Wilkinson Center, Room 538
Provo, UT 84602
378-1000 Fax: 378-2959

Daily Utah Chronical - Mon thru Fri
University of Utah
Union Building, Room 240
Salt Lake City, UT 84112
581-7041 Fax: 581-3299

The Dixie Sun - Friday
225 South 700 East
St. George, UT 84770
673-4811, Ext. 492

Salt Lake Community College Horizon
- Wednesday
4600 South Redwood Road
Mailing: P.O. Box 30808
Salt Lake City, UT 84130
967-4019 Fax: 967-4522

The Snow Drift - Thursday
Snow College
150 East College Avenue
Ephraim, UT 84627
283-4021, Ext. 618

So. Utah University Thunderbird
- Monday and Thursday
Mailing: P.O. Box 9384
Cedar City, UT 84720
286-7750 Fax: 586-5487

The Utah Statesman - MWF
Utah State University, TSC 319
Mailing: P.O. Box 1249
Logan, UT 84322-0165
750-1759 Fax: 750-2571

Weber State Univ. Signpost -MWF
2110 Weber State University
Ogden, UT 84408-2110
626-7120 Fax: 626-7401

Westminster College Forum - Tuesday
1840 South 1300 East
Salt Lake City, UT 84105
488-4177 Fax: 488-4157

Magazines & Other Publications

Ad News - Monthly
517 Second Avenue
Salt Lake City, UT 84130
532-1310

Business Focus - Monday
Salt Lake Area Chamber of Commerce
175 East 400 South, #600
Salt Lake City, UT 84111
364-3631 Fax: 328-5005

Catalyst - Monthly
140 South McClelland
Salt Lake City, UT 84102
363-1505

The Event - Twice Monthly
140 South McClelland
Salt Lake City, UT 84102
359-4117

The Golden Age - Monthly
2330 South Main, Suite 2
Salt Lake City, UT 84115
486-5051 Fax: 486-5065

Network Magazine - Monthly
155 East 4905 South
Mailing: P.O. Box 57187
Murray, UT 84157
262-6682 Fax: 261-5623

St. George Magazine - Bi-monthly
165 North 100 East, Suite 2
St. George, UT 84770
673-6333 Fax: 634-9336

Salt Lake City Magazine - Bi-monthly
1270 West 2320 South, Suite A
Salt Lake City, UT 84119
975-1927 Fax: 975-1982

Utah Business - Bi-monthly
375 West 200 South, Suite 100
Salt Lake City, UT 84101
328-8200 Fax: 328-8249

Utah Holiday - Monthly
807 East South Temple, Suite 200
Salt Lake City, UT 84102
Mailing: P.O. Box 985
Salt Lake City, UT 84110
532-3737 Fax: 532-3742

Utah Senior Prime/Time - Monthly
190 West 2950 South
Salt Lake City, UT 84115
485-5511 Fax: 485-5679